

A Study of Access, Enrolment and Dropout of Scheduled Tribes Students in District Poonch

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ABSTRACT

Education is vital for everyone, including tribal tribes. Although the government of India has taken several attempts to improve tribal communities' education, their education level remains low. The current study aims to examine the educational status of Scheduled Tribes students in District Poonch. The study's main goal was to investigate the Access, literacy rate, enrollment, and dropout rates of scheduled tribe secondary school students. The work is completed with the use of secondary data gathered from various sources. The survey found that literacy rates among tribes in the field of education are quite low. It has also been found that tribal students have a low enrolment rate and a high dropout rate.

Key words: - *Scheduled Tribes, Access, and Enrolment.*

Introduction

Secondary education is becoming increasingly important in emerging countries for a variety of reasons. The amount to which developing countries achieve universalization of primary education would raise demand for secondary education. Another explanation for the increased need for secondary education could be the global economy's

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growing need for skilled labour. It is because the secondary and upper secondary educated labour force is trainable and adaptable to the needs of the global market. Additionally, secondary education develops formal reasoning, problem-solving skills and critical thinking as well as professionally relevant content in adolescents. Secondary education includes students aged 15-18 years. These are the transitional and adolescent years that are the most important years of a student's life (Kaleem and Akhtar 2021). Secondary education develops a skilled and knowledgeable nation with access not only to the country but also to the global stage. It does not rely primarily on basic education to boost economic growth. In East Asia, it has been observed that the first expansion of secondary education, and government investment in it, has produced rich benefits. Consequently, secondary education is also important for economic development. Investing in secondary education also has significant social and private returns, offering young people the skills and attitudes that enable them to have employable skills, and contribute to fully integrate into society. Therefore, secondary education provides a skilled workforce for economic development and promotes a strong work ethic in society. The Secondary Education Commission directed that secondary school prepares people to adapt to the requirements of the country in terms of democratic citizenship, professional performance, personality development and leadership qualities.

The Gujjars and Bakarwals are two nomadic tribes of Jammu and Kashmir who have been given Schedule Tribe (ST) status due to their migration and backward nature. The

Gujjars are essentially nomads who move from the plains to the highlands with their cattle as part of their annual seasonal migration. The literacy rate of Gujjars and Bakrwals is quite low. There are several educational arrangements in the form of stationary and permanent government schools at various places across the state for the migrant Gujjar Bakarwal population. But in summer destinations where there is a good number of nomadic children who move there with their parents, educational facilities are again very few. 'Seasonal Educational Schools' have been set up for the education of children from the nomadic communities of Gujjar and Bakarwal, where teachers do not accompany the nomadic children but live in temporary nomadic camps and provide education to these children. Who with their families and cattle are on higher ground for better pastures. Tribal peoples are very different in their customs, traditions, culture and impact on the land. Everyone sees and respects the earth as their mother and father. To them, "Mother Earth" is the center of the universe, the foundation of their civilization and the source of their people's identity. The land is ours. It is important to our spiritual, cultural and social life. The concept, or understanding, that all the mountains, rivers, animals, rocks, plants, insects and people of life are connected at the heart of this deep bond. The terms material and spiritual are intertwined in their society, and all living things are imbued with a sacred meaning. (Ahmed, 2013). The tribal community of Jammu and Kashmir's Poonch district significantly differs from other ethnicities and the general population in a variety of ways especially in their habitat, level of segregation, customs, beliefs, and traditions.

However, this does not entail that no connection with other groups of society occurred. There is a lot of interaction with various groups. Additionally, a clan is a kinship group that creates a society and its members view one another as connected through kinship connections. (Choudhary, Ahmed & Ahmed, 2017)

Review of the literature

Sultan and Rashid (2022) indicate that the status of Scheduled Tribe education is extremely low compared to the state education status. Studies also show that Gujjar and Bakarwal tribe have the lowest literacy rate compared to other Scheduled Tribes of Jammu and Kashmir. **Hussain and Lone (2021)** examined the educational status of the Dard tribe of Ladakh and identified the causes of high school dropout and non-enrollment among tribal children as well as the poor quality of educational infrastructure. The researchers concluded that the literacy rate of Dard tribes is not only low but also shows high level of gender gap. Despite the study another demonstration by **Wani and Islam, 2018** highlighted that there are several educational arrangements in the form of stationary and permanent government schools at various locations across the state for the migrant Gujjar, and Bakarwal population. In addition a study by **Chaudhry, Ahmed and Ahmed, (2017)** noted that the tribal population still follows old traditions and customs. There is no doubt that a few families have achieved good achievements in education but the majority of the tribes are still suffering due to their illiteracy and poverty. Also, a study by **Sharma (2017)** on Samba district has shown that the Gujjar community has a lower literacy rate than other twelve scheduled tribe communities in the

state. The present paper focuses on the educational situation of nomadic Gujjar children in Samba district. The purpose of this research is to find out the causes of educational backwardness in Gujjar tribes. It also tries to trace the steps taken by the Jammu and Kashmir Government to provide education to the Gujjar tribes.

Methods and Procedure

In the present study Descriptive methods were applied.

Objective

To explore the literacy rate, enrolment, and dropout of scheduled tribe secondary school students in District Poonch, J & K,

Source of Data

In the present study the investigator use secondary data from different sources:-CEO office, U-DISE and Census 2011.

Population

Targeted population for this study is scheduled tribe Secondary Schools students.

Table 1:- Literacy rate among Scheduled Tribes in District Poonch.

Literacy Rate of Scheduled Tribes in District Poonch J&K						
General				Scheduled tribes		
	Total	Male	Female	Total	Male	Female
Rural	64.68	77.23	50.9	59.33	71.59	46.67
Urban	88.26	94.16	80.18	79.93	89.26	69.1
Total	66.74	78.84	53.19	47.88	57.21	38.06

Source: - (compiled from data taken from census 2011).

The above table 1 shows the total literacy rate with respect to locale and category (general and tribal) of district Poonch. The said table depicts that the overall literacy rate among general category in district Poonch is 66.74 percent out of which 78.8percent are males and 53.19 percent are females. Moreover table further highlight that the literacy rate among scheduled tribe in District Poonch is 47.88 percent out of which 57.21percent are males and 38.06 percent are females.

Table 2:- Showing the Access of Education with respect to total number of secondary schools in District Poonch

S.no	Name of the zone	Primary with upper primary & Sec. & H. Sec.	Primary with Upper primary & Sec.	Upper primary with Sec.	Upper primary with Sec & hr. sec.	Sec only	Sec. with Hr. Sec.	Total
1	Bafliaz	1	14	1	1	0	1	18
2	Balakote	1	9	0	1	0	1	12
3	Harni	1	8	0	1	0	1	11
4	Kuniyian	1	6	1	0	0	0	8
5	Mandi	1	7	1	0	0	4	13
6	Mankote	0	8	0	1	0	1	10
7	Mendhar	5	8	0	0	0	3	16
8	Nangali	1	6	0	0	0	1	8
9	Poonch	2	9	1	0	0	2	14
10	Sathra	0	5	1	0	0	0	6
11	Surnkote	2	15	0	1	0	3	21
	Total	15	95	5	5	0	17	137

Source: - (UDISE 2017-18)

The perusal of table 2 depicts the number of secondary schools underlying in 11 educational zones in district Poonch. The table further reveals that there are 18

secondary schools working in Bafliaz educational zone, likewise 12 in Balakote educational zone, 11 in Harni educational zone, 8 in Kuniyian educational zone, 13 in Mandi educational zone, 10 in Mankote educational zone, 16 in Mendhar educational zone, 8 in Nangali educational zone, 14 in Poonch educational zone, 6 in Sathra educational zone and 21 secondary schools in Surnkote educational zone. Moreover, the table also describes that educational zone Surnkote has highest number of secondary schools while as in educational zone Sathra has the lowest number of secondary schools in District Poonch.

Table 3:- Enrolments of Scheduled tribe Students at Secondary levels in District Poonch.

Academic Years.	General category students			Scheduled tribes students			Overall Student
	Boys	Girls	Total	Boys	Girls	Total	Overall Student
2018-19	4882 (52.4)	4434 (47.5)	9316 (60.4)	3437 (56.4)	2651 (43.5)	6088 (39.5)	15404
2017-18	4423 (53.3)	3866 (46.6)	8289 (58.66)	3276 (56.1)	2561 (43.8)	5837 (41.3)	14126
2016-17	4117 (52.9)	3651 (47)	7768 (63.9)	2320 (52.9)	2062 (47.05)	4382 (36.06)	12150

Source: - Field work (CEO office Poonch)

A perusal of the above table 3 displays the overall enrolment of students for the year 2018-19; 2017-18 and 2016-17 in terms of gender and category. The said table reveals during the year 2018-19; the total numbers of 15404 students are enrolled, out of that a total of 6088 students i. e. (39.5%) belong to tribal community and a total of 9316 students i.e. (60.4%) belong to general

category. The table further reveals that a total of 3437 i.e. tribal students i.e. (56.4%) are enrolled in different schools are boys while as a total of 2651 tribal students i.e. (43.8%) are girls. Moreover the tables further revealed that during the year 2017-18 the overall figure of 14126 students enrolled, out of them a total of 5837 students i. e. (41.3%) belong to tribal community and a total of 8289 students i.e. (58.6%) belong to general category. The table further reveals that a total of 3276 i.e. tribal students i.e. (56.1%) are enrolled in different schools are boys while as a total of 2561 tribal students i.e. (43.8%) are girls. Moreover the table further highlight that during the year 2016-17 the overall figure of 12150 students, are enrolled, away from that a amount of 4382 student's i. e. (36.06%) belong to tribal community and a total of 7768 students i.e. (63.9%) belong to general category. The table further reveals that a total of 2320 i.e. tribal students i.e. (52.9%) are enrolled in different schools are boys while as a total of 2062 tribal students i.e. (47.05%) are girls. In addition to that the table also displays that the number of enrolment among scheduled tribal is gradually increasing.

Table 4:- Dropout Rate among Scheduled tribe at Secondary level District Poonch.

Area of study	Academic year	Overall			Scheduled tribes		
		Male	Female	Total	Male	Female	Total
Poonch	2017-18	35.74	38.71	36.84	44.30	47.03	45.49
	2016-17	31.93	33.48	32.64	31.00	33.51	32.08
	2015-16	13.44	14.14	14.02	12.73	21.93	16.75

Note: Value in above table is in percentage.

Source: - (U-DISE)

A glance of the table 4 exposes the years wise dropout rate among scheduled tribe students at secondary educational level in District Poonch. A perusal of the above table displays the overall dropout rate of students for the year 2017-18; 2016-17 and 2015-16 in terms of gender and category. The said table reveals during the year 2017-18; the total Percent of 45.49% scheduled tribe students are dropout, out of that 44.30% are boys while as 47.03% are girls whereas the overall total percentage of 36.84% students of general category dropout out of that 35.74% are boys while as 38.71% are girls. Moreover the tables further revealed that during the year 2016-17 the total percent of 32.08% scheduled tribe students are dropout, out of that 31% are boys while as 33.51% are girls whereas the overall total percentage of 32.64% students of general category dropout out of that 31.93% are boys while as 33.48% are girls. Besides the table further highlight that during the year 2015-16 the total percent of 16.75% scheduled tribe students are dropout, out of that 12.73% are boys while as 21.93% are girls whereas the overall total percentage of 14.02% students of general category dropout out of that 13.44% are boys while as 14.14% are girls. In addition to that the table also displays that the number of dropout rate among scheduled tribal is gradually increasing.

Findings:

- The Highest literacy rate was found among Scheduled tribe male as compared to scheduled tribe female in District Poonch.

Higher enrolment rate was found among scheduled tribe Boys as compare to scheduled tribe Girls at secondary level in District Poonch

- It was found in the study more scheduled tribe students at secondary level were dropped from school as compare to general category students
- It was found that more scheduled tribe Girls were dropped from school as compare to scheduled tribe Boys at secondary level in District Poonch.

Discussion

The present study has attempted to find out the access to education for scheduled tribe of District Poonch in terms of enrolment, dropout physical availability of schools. In this present study found that literacy rate is low among scheduled tribe as compare to general category while among scheduled tribe and also finding overall highest literacy rate among tribal male as compare to tribal female. The similar findings are strongly supported to present findings conducted by (Ahmed.2017, Daripa, S.K.2017, Rupavath, R.2016, & Sofi, U.2014). In present finding of the study is highest enrolment of scheduled tribe among male as compared to female in every years. In addition, the current results increase the enrollment of Scheduled Tribe students at the secondary education level, moreover study found that the enrolment of scheduled tribe students increasing every years across the gender both men and women in the state of Jammu and Kashmir (Pandit, 2015). Furthermore the finding shows that the enrollment of tribal female is low as compare to Male the similar finding are supported by the finding of study conducted by (Dar, W.A

& Najjar, I.A. (2018). In this present study findings related to dropout rate of scheduled Tribe students in district Poonch. Highest dropout rate is found in scheduled tribal students as compare to the general students. The similar results found in the study of (Singh, A.2014, Rupavath, R.2016) in addition the highest dropout rate among female as compare to male (Ahmed, J.& Samena 2015. Nakpodia, E.D. 2010).

Conclusion

Education is a fundamental requirement for societal growth. The progress of a scheduled tribe is unimaginable without good education. India has a vast number of tribal groupings. Each ethnic group has its own culture, social practises, dialects, and jobs. They are seen as a marginalised group in society. The literacy rate in the field of education among the tribes is very low, and educational awareness is required to improve it. It has been noted that tribal students have a low enrollment rate and a high dropout rate. In Poonch district, tribal admissions are extremely low, and dropout rates are extremely high. In Poonch district, the number of tribal students enrolled is quite low, and the dropout rate is very high. Many factors contribute to this, including a lack of parental attitude, separate schools for boys and girls, geographic location, border tensions, social milieu, a lack of effective guidance, and a lack of monitoring facilities.

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